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Quality Progress Report (QPR)

For

Missouri

FFY 2022

QPR Status: Accepted as of 2023-02-28 15:40:41 GMT

The Quality Progress Report (QPR) collects information from states and territories (hereafter referred to as lead agencies) to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services.

For purposes of simplicity and clarity, the specific provisions of applicable laws printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The lead agency acknowledges its responsibility to adhere to the applicable laws regardless of these modifications.

The contents of this document do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

QUALITY PROGRESS REPORT

The Quality Progress Report (QPR) collects information from lead agencies to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services. Lead agencies are also required to report on their Child Care and Development Fund (CCDF) quality improvement investments through the CCDF Plan, which collects information on the proposed quality activities for a three-year period; and through the ACF-696, which collects quarterly expenditure data on quality activities.

The annual data provided by the QPR will be used to describe how lead agencies are spending a significant investment per year to key stakeholders, including Congress, federal, state and territory administrators, providers, parents, and the public.

Specifically, this report will be used to:

- Ensure accountability and transparency for the use of CCDF quality funds, including a set-aside for quality infant and toddler care and activities funded by American Rescue Plan (ARP) Act
- Track progress toward meeting state- and territory-set indicators and benchmarks for improvement of child care quality based on goals and activities described in CCDF Plans; and
- Understand efforts in progress towards all child care settings meeting the developmental needs of children
- Inform federal technical assistance efforts and decisions regarding strategic use of quality funds.

What Period Must Be Included: All sections of this report cover the federal fiscal year activities (October 1, 2021 through September 30, 2022), unless otherwise stated. Data should reflect the cumulative totals for the fiscal year being reported, unless otherwise stated.

What Data Should Lead Agencies Use: Lead agencies may use data collected by other government and nongovernment agencies (e.g., CCR&R agencies or other TA providers) in addition to their own data as appropriate. We recognize that lead agencies may not have all of the data requested initially but expect progress towards increased data capacity. The scope of this report covers quality improvement activities funded at least in part by CCDF in support of

CCDF activities. Lead agencies must describe their progress in meeting their stated goals for improving the quality of child care as reported in their FFY 2022-2024 CCDF Plan.

How is the QPR Organized?

The first section of the QPR gathers basic data on the population of providers in the state or territory and goals for quality improvement and glossary of relevant terms. The rest of the report is organized according to the ten authorized uses of quality funds specified in the CCDBG Act of 2014:

- 1) Support the training and professional development of the child care workforce
- 2) Improve the development or implementation of early learning and development guidelines
- 3) Develop, implement, or enhance a quality rating improvement system for child care providers
- 4) Improve the supply and quality of child care for infants and toddlers
- 5) Establish or expand a lead agency wide system of child care resource and referral services
- 6) Support compliance with lead agency requirements for licensing, inspection, monitoring, training, and health and safety
- 7) Evaluate the quality of child care programs in the state or territory, including how programs positively impact children
- 8) Support providers in the voluntary pursuit of accreditation
- 9) Support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
- 10) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

The Office of Child Care (OCC) recognizes that quality funds may have been used to address the coronavirus 2019 (COVID-19) pandemic. These activities should be reflected in the relevant sections of the QPR.

Reporting Activities Related to ARP Act Child Care Stabilization Grants

The ARP Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend stabilization funds as subgrants to

qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Please refer to the information memorandum [ARP Act Child Care Stabilization Grants](#) (CCDF-ACF-IM-2021-02) for further guidance on the child care stabilization grants made available through the ARP Act.

While the OCC has established a new data collection form, the ACF-901 – American Rescue Plan (ARP) Stabilization Grants Provider-Level Data, as the primary data collection mechanism for reporting related to ARP stabilization grants, Section 13 of the QPR asks about activities related to stabilization grants made possible through ARP funding. The OCC will inform lead agencies if the data reported through the ACF-901 is complete enough to warrant skipping Section 13 of the QPR. The following information is requested in Section 13:

- If the lead agency ran more than one grant program;
- How stabilization grants were used to support workforce compensation; and
- Methods to eliminate fraud, waste, and abuse when providing stabilization grants

Section 13 should be used to report on ARP Stabilization Grants ONLY. Other child care sustainability or stabilization grant programs established or ongoing using other funding mechanisms (i.e., CCDF or other supplemental funding e.g., CARES, CRRSA, ARP Supplemental Discretionary Funds) should be reported in Section 11.

When is the QPR Due to ACF?

The QPR will be due to the Administration for Children and Families (ACF) by the designated lead agency no later than December 31, 2022.

Glossary of Terms

The following terms are used throughout the QPR. These definitions can also be found in section 98.2 in the CCDBG Act of 2014. For any term not defined, please use the lead agency definition of terms to complete the QPR.

Center-based child care provider means a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless in care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "child care centers" and "center-based programs."

Director means a person who has primary responsibility for the daily operations and management for a child care provider, which may include a family child care provider, and which may serve children from birth to kindergarten entry and children in school-age child care.

Family child care provider means one or more individuals who provide child care services for fewer than 24 hours per day per child in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "family child care homes."

In-home child care provider means an individual who provides child care services in the child's own home.

License-exempt means facilities that are not required to meet the definition of a facility required to meet the CCDF section 98.2 definition of "licensing or regulatory requirements." Associated terms include "legally exempt" and "legally operating without regulation."

Licensed means a facility required by the state to meet the CCDF section 98.2 definition of "licensing or regulatory requirements," which explains that the facility meets "requirements necessary for a provider to legally provide child care services in a state of locality, including registration requirements established under state, local or tribal law."

Programs refer generically to all activities under the CCDF, including child care services and other activities pursuant to §98.50 as well as quality activities pursuant to §98.43.

Provider means the entity providing child care services.

Staffed family child care network means a group of associated family child care providers who pool funds to share some operating costs and to pay for at least one staff person who helps the providers to manage their businesses and enhance quality.

Teacher means a lead teacher, teacher, teacher assistant or teacher aide who is employed by a child care provider for compensation on a regular basis, or a family child care provider, and whose responsibilities and activities are to organize, guide and implement activities in a group or individual basis, or to assist a teacher or lead teacher in such activities, to further the cognitive, social, emotional, and physical development of children from birth to kindergarten entry and children in school-age child care.

1) Overview

To gain an understanding of the availability of child care in the state or territory, please provide the following information on the total number of child care providers. Please enter N/A when necessary.

1.1 State or Territory Child Care Provider Population

Enter the total number of child care providers that operated in the state or territory as of September 30, 2022. These counts should include all child care providers, not just those serving children receiving CCDF subsidies. Please enter N/A when necessary.

☒ Licensed center-based programs **1828**

☐ N/A. Describe:

☒ License exempt center-based programs **437**

☐ N/A. Describe:

☒ Licensed family child care homes **617**

☐ N/A. Describe:

☒ License-exempt family child care homes (care in providers' home) **554**

☐ N/A. Describe:

☒ In-home (care in the child's own home) **73**

☐ N/A. Describe:

☒ Other. Explain: **129 Group Child Care Homes**

1.2 Goals for Quality Improvement

Based on Question 7.1.2 from the FFY2022-2024 CCDF State and Territory Plan, please report progress on the lead agency's overarching goals for quality improvement during October 1, 2021 to September 30, 2022. Include any significant areas of progress that were not anticipated in the Plan as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible. **The Lead Agency has made progress identifying duplications of services as well as gaps across initiatives. As current contracts expire, they are being replaced with a more focused and intentional service that is dedicated solely on improving quality across all types and sizes of programs. The Lead Agency is in the process of launching three networks of support for child care programs that will include coaching and professional development to support quality improvement. These networks will align with the Quality Assurance Report program to help child care programs in their journey with continuous quality improvement and will begin operating in the next fiscal year. The Lead Agency has made progress toward strengthening its partnership with child care providers through a variety of other activities. The compliance team has evaluated procedures and have made strides in**

providing a more supportive role when conducting inspections. They are continuing these efforts in the next fiscal year as they explore differential monitoring options when conducting compliance inspections. The Lead Agency is in the process of acquiring a new data system to operate the subsidy program that will reduce the paperwork burden for families and child care providers while increasing efficiency and effectiveness.

2) Supporting the training and professional development of the child care workforce

Goal: Ensure the lead agency's professional development systems or framework provides initial and ongoing professional development and education that result in a diverse and stable child care workforce with the competencies and skills to support all domains of child development. Please select N/A as appropriate.

2.1 Lead Agency Progression of Professional Development

2.1.1 Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1, 2021 to September 30, 2022?

☒ Yes. If yes, describe: **The Lead Agency uses a professional development registry that is a data repository for the training and education information for licensed and regulated providers who work directly with children or youth. A new professional development registry is being planned to replace the old outdated system. The new system will improve data collection of the workforce and increase efficiencies related to professional development. Licensed and registered providers for child care subsidy are required to participate in the training registry. Providers begin by obtaining a Missouri Professional Development Identification number (MOPD ID), which is a unique identifier assigned to each individual within the Missouri framework. This MOPD ID is used to track initial CCDF health and safety training requirements as well as ongoing professional development. Since an MOPD ID number follows the individual, their professional development records move with the individual throughout their career.**
☐ No. If no, what alternative does the lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe:

2.1.2 Are any teachers/providers required to participate?

☒ Yes. If yes, describe: **Licensed child care providers and license exempt child care providers that accept child care subsidy are required to participate.**
☐ No. If no, describe:

2.1.3 Total number of participants in the registry as of September 30, 2022 **172051**

2.2 Workforce Development

2.2.1 What supports did the lead agency make available to teachers/providers to help them progress in their education, professional development, and career pathway between October 1, 2021 and September 30, 2022 (check all that apply)? If available, how many people received each type of support?

- ☒ Scholarships (for formal education institutions) **398**
- ☐ Financial bonus/wage supplements tied to education levels
- ☒ Career advisors, mentors, coaches, or consultants **4**
- ☐ Reimbursement for training
- ☐ Loans
- ☐ Substitutes, leave (paid or unpaid)for professional development
- ☐ Other. Describe:
- ☐ N/A. Describe:

2.2.2 What compensation and benefits improvements did the lead agency support for teachers/providers between October 1, 2021 and September 30, 2022 (check all that apply)? If available, how many people received each type of support?

- ☐ Financial bonuses (not tied to education levels)
- ☐ Salary enhancements/wage supplements
- ☐ Health insurance coverage
- ☐ Dental insurance coverage
- ☐ Retirement benefits
- ☐ Loan Forgiveness programs
- ☐ Mental Health/Wellness programs
- ☐ Other. Describe:
- ☒ N/A. Describe: **No other**

For questions 2.3 to 2.4 please report on the number of staff by qualification level as of September 30, 2022. Count only the highest level attained by staff.

2.3 Licensed child care providers	Licensed child care center directors	Licensed child care center teachers	Licensed family child care providers	If N/A, explain
a. Total number:	0	0	0	

2.3 Licensed child care providers	Licensed child care center directors	Licensed child care center teachers	Licensed family child care providers	If N/A, explain
b. How many had a Child Development Associate (CDA)?	0	0	0	Lead Agency does not track this data. The new PD system that will become operational in June of 2023 will be able to track the information, but since this information is not required, the information will provide some data but will not be complete without a rule change.
c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?	0	0	0	Lead Agency does not track this data. The new PD system that will become operational in June of 2023 will be able to track the information, but since this information is not required, the information will provide some data but will not be complete without a rule change.

2.3 Licensed child care providers	Licensed child care center directors	Licensed child care center teachers	Licensed family child care providers	If N/A, explain
d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?	0	0	0	Lead Agency does not track this data. The new PD system that will become operational in June of 2023 will be able to track the information, but since this information is not required, the information will provide some data but will not be complete without a rule change.
e. How many had a State child care credential?	0	0	0	Lead Agency does not track this data. The new PD system that will become operational in June of 2023 will be able to track the information, but since this information is not required, the information will provide some data but will not be complete without a rule change.

2.3 Licensed child care providers	Licensed child care center directors	Licensed child care center teachers	Licensed family child care providers	If N/A, explain
f. How many had State infant and toddler credentials?	0	0	0	The state does not have specific infant and toddler credentials.
g. How many had an "other" degree? Define "other" degree: 0	0	0	0	Lead Agency does not track this data. The new PD system that will become operational in June of 2023 will be able to track the information, but since this information is not required, the information will provide some data but will not be complete without a rule change.

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
a. Total number:	0	0	0	

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
b. How many had a Child Development Associate (CDA)?	0	0	0	Lead Agency does not track this data. The new PD system that will become operational in June of 2023 will be able to track the information, but since this information is not required, the information will provide some data but will not be complete without a rule change.

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?	0	0	0	Lead Agency does not track this data. The new PD system that will become operational in June of 2023 will be able to track the information, but since this information is not required, the information will provide some data but will not be complete without a rule change.

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?	0	0	0	Lead Agency does not track this data. The new PD system that will become operational in June of 2023 will be able to track the information, but since this information is not required, the information will provide some data but will not be complete without a rule change.

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
e. How many had a State child care credential?	0	0	0	Lead Agency does not track this data. The new PD system that will become operational in June of 2023 will be able to track the information, but since this information is not required, the information will provide some data but will not be complete without a rule change.
f. How many had State infant and toddler credentials?	0	0	0	The state does not have an infant and toddler credential.

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
g. How many had an “other” degree? Define “other” degree: 0	0	0	0	Lead Agency does not track this data. The new PD system that will become operational in June of 2023 will be able to track the information, but since this information is not required, the information will provide some data but will not be complete without a rule change.

2.5 How many providers received the following additional forms of professional development and/or technical assistance from October 1, 2021 to September 30, 2022?

		Licensed or registered center-based programs	License-exempt center-based programs	Licensed or registered family child care homes	License-exempt family child care homes (care in providers' home)	In-home (care in the child's own home)
	Total					
a) Business practices	198	16	1	27	153	1

	Total	Licensed or registered center-based programs	License-exempt center-based programs	Licensed or registered family child care homes	License-exempt family child care homes (care in providers' home)	In-home (care in the child's own home)
b) Mental health	0					
c) Diversity, equity, and inclusion	0					
d) Emergency Preparedness Planning	167	23	24	11	107	2
e) Other: N/A	0					

2.6 Spending:

2.6.1 Did the lead agency spend funds from any of the following sources to support the **training and professional development** of the child care workforce during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	☒ Yes Amount spent \$ 991698.13 If yes, describe how funds were used: Greater Kansas City LINC, Inc. was contracted to provide Trauma Smart training for \$215,070.40 for October 2021 - June 30, 2022; \$334.506.41 funded professional development and training provided by Educare, CCHC was provided \$394,716.72 of support from CCDF: \$58,620.50 CCDF dollars were spent to provide and support the implementation of CPR/First Aid certifications and renewals for child care providers through the CCHC Program. \$336,096.22 CCDF dollars were spent to provide/support health issue trainings (clock hour trainings) for child care providers, health promotion presentations for children in child care, and consultation time with child care providers on health and safety issues in the child care setting through the CCHC Program for total of \$394,716.72 ☐ No ☐ N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	☒ Yes Amount spent: \$ 1320347.00 If yes, describe source(s) of funding and how funds were used: Missouri support post-secondary scholarship opportunity through T.E.A.C.H. (Teacher Education and Compensation Helps), a national scholarship and compensation project using PDG funding. ☐ No ☐ N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:

Funding source	Was this funding source used?
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	☒ Yes Amount spent \$ 544868.00 If yes, describe how funds were used: For FFY 2022, CRRSA funds were used to fund \$544,868.00 in TEACH Scholarships to achieve a Child Development Associate (CDA) credential. ☐ No ☐ N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:

2.7 Progress Update: Using the measures identified in 6.3.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting the training and professional development of the child care workforce. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes: Greater Kansas City LINC, Inc. delivered Trauma Smart training to three additional Head Start agencies both virtually and in person. The Infant Toddler Specialist Network (ITSN) offered training and coaching to child care centers' staff working directly with infants and toddlers to improve the quality of care and education, increase the knowledge level and competencies, and promote community connections to increase awareness and use of available resources and services that support healthy, safe and nurturing care for infants and toddlers. The Lead Agency made significant progress through the utilization of School Age Community (SAC) grants with a total of 15 grants to 26 individual sites. The Lead Agency provided program and site visits in conjunction with

SAC grants including a total of 62 technical assistance visits (31 program visits and 31 site visits) for SAC sites. Additionally, the Lead Agency completed 41 quality action plans (15 grant level and 26 site level QAPs for SAC sites). SAC grant funding facilitated 370 total attendees at Youth Work Methods training. The Lead Agency conducted 26 SAC site PQAs and initiated 1,151 annual youth, family, staff and school surveys (259 family, 94 staff, 778 youth and 20 school administration).

TEACH scholarship resulted in 398 CDA trainees and provided for 3.7 FTE Career Advisors for those seeking their CDA. 20 participants earned completion bonuses during the fiscal year.

102,635 persons completed department developed online/on-demand trainings; Emergency Preparedness Online ~ 5500, Inclusion 411: Modules 1-5: Getting Started with Inclusion in a Child Care Setting ~ 15000 (combined Modules 1 & 5), ABCs of Safe Sleep: How to Reduce the Risk of SIDS ~ 21000, Child Care Transportation Safety Awareness Training ~ 4800, Child Care Subsidy Orientation (Online) ~ 2147, Poison Prevention Safety Awareness Training ~ 6500, Early Childhood Social and Emotional Health ~ 10300, CCDF Health & Safety Training (Online) ~ 9988, SCCR Licensing Rules and Best Practices ~ 9800, SCCR Supervision In Child Care ~ 8900, Making a Difference: Protecting Health and Keeping Children Safe ~ 8700

3) Improving early learning and development guidelines

Goal: To ensure the lead agency has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice and professional development.

3.1 Were any changes or updates made to the State or Territory's early learning and development guidelines during October 1, 2021 to September 30, 2022?

☐ Yes. If yes, describe changes or updates:

☒ No

☐ N/A Describe:

3.2 Spending:

3.2.1 Did the lead agency spend funds from any of the following sources on the **development or implementation of early learning and development guidelines** during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	☐ Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: ☒ No ☐ N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:

Funding source	Was this funding source used?
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:

3.3 Progress Update: Using the measures identified in section 6.4 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to improving early learning and development guidelines. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes: The Office of Childhood is currently contracting with the University of Central Missouri to develop a standards alignment tool for curriculum. This tool can be used in developing curriculum and to ensure that current curriculums align to the Missouri Early Learning Standards. This work is being funded by the Preschool Development Grant.

4) Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator

Goal: To ensure the lead agency implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.

4.1 Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2021 to September 30, 2022?

☐ The lead agency QRIS is operating state- or territory-wide.

Please describe all QRIS tiers and which tiers are considered high quality care:

☒ The lead agency QRIS is operating a pilot (e.g., in a few localities, or only a few levels) but not fully operating state- or territory-wide.

Please describe all QRIS tiers and which tiers are considered high quality care: **Missouri is currently piloting a Quality Assurance Report (QAR). There have been six separate cohorts in this pilot with the most recent one started in January 2022.**

☐ The lead agency is operating another system of quality improvement.

Describe this system and your definition of high quality care, which may include assessment scores, accreditation, or other metrics:

☐ The lead agency does not have a QRIS or other system of quality improvement.

Please include your definition of high quality care:

4.2 What types of providers participated in the QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022 (check all that apply)?

☒ Licensed child care centers

☒ Licensed family child care homes

☒ License-exempt providers

☒ Programs serving children who receive CCDF subsidy

☒ Early Head Start programs

☒ Head Start programs

☐ State Prekindergarten or preschool programs

☒ Local district-supported Prekindergarten programs

☒ Programs serving infants and toddlers

☐ Programs serving school-age children

☒ Faith-based settings

☐ Tribally operated programs

☐ Other. Describe:

4.3 For each setting, indicate the number of providers eligible to participate in the QRIS or other system of quality improvement and the number of providers participating as of September 30, 2022?

	Licensed child care centers	License-exempt child care centers	Licensed family child care homes	License-exempt family child care homes	In-home (care in the child's own home)	Programs serving children who receive CCDF subsidy	Other, Describe: 0
a. Number of providers eligible for QRIS or other system of quality improvement	73	11	5	0	0	68	0
b. Number of providers participating in QRIS or other system of quality improvement	73	11	5	0	0	68	0
c. N/A, describe	Current Pilot QAR is limited in scope	Current Pilot QAR is limited in scope	Current Pilot QAR is limited in scope	Current Pilot QAR is limited in scope	Current Pilot QAR is limited in scope	Current Pilot QAR is limited in scope	Current Pilot QAR is limited in scope

4.4 Is participation in the QRIS or other system of quality improvement mandatory for any group of providers?

☐ Yes (check all that apply).

- ☐ Licensed child care centers
- ☐ Licensed family child care homes
- ☐ License-exempt providers
- ☐ Programs serving children who receive CCDF subsidy
- ☐ Early Head Start programs
- ☐ Head Start programs
- ☐ State Prekindergarten or preschool programs

- ☐ Local district-supported Prekindergarten programs
- ☐ Programs serving infants and toddlers
- ☐ Programs serving school-age children
- ☐ Faith-based settings
- ☐ Tribally operated programs
- ☐ Other. Describe:

☒ No.

☐ N/A Describe

4.5 Enter the number of programs that met the lead agency's high quality definition as of September 30, 2022:

- a) Licensed child care centers **178**
- b) License-exempt child care centers **0**
- c) Licensed family child care homes **4**
- d) License-exempt family child care homes (care in providers' home) **0**
- e) In-home (care in the child's own home) **0**
- f) Programs serving children who receive CCDF subsidy **183**

☐ N/A. Describe

4.6 Enter the number of CCDF children in high quality care by age grouping as of September 30, 2022:

a. Total number of CCDF children in high quality care **3908**

i. Infant **1558**

Define age range: from **0** weeks ☐ months ☒ years ☐ through **35** weeks ☐ months ☒ years ☐

ii. Toddler **0**

Define age range: from **35** weeks ☐ months ☒ years ☐ through **35** weeks ☐ months ☒ years ☐

iii. Preschool **1519**

Define age range: from **3** weeks ☐ months ☐ years ☒ through **5** weeks ☐ months ☐ years ☒

iv. School-age **831**

Define age range: from 5 weeks ☐ months ☐ years ☒ through 16 weeks ☐ months ☐ years ☒

b. Other. Describe

c. N/A. Describe:

4.7 Did the lead agency provide one-time grants, awards or bonuses connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022? If yes, how many were provided to the following types of programs during October 1, 2021 to September 30, 2022?

☐ Yes, the following programs received grants.

- a. Licensed child care centers
- b. License-exempt child care centers
- c. Licensed family child care homes
- d. License-exempt family child care homes (care in providers' home)
- e. In-home (care in the child's own home)
- f. Programs serving children who receive CCDF subsidy

☒ No.

☐ N/A. Describe:

4.8 Did the lead agency provide on-going or periodic quality stipends (e.g. annual participation bonus, recurring bonuses for maintaining quality level) connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022? If yes, how many programs received on-going or periodic quality stipends connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022?

☐ Yes, the following programs received stipends.

- a. Licensed child care centers
- b. License-exempt child care centers
- c. Licensed family child care homes
- d. License-exempt family child care homes (care in providers' home)
- e. In-home (care in the child's own home)
- f. Programs serving children who receive CCDF subsidy

☒ No.

☐ N/A. Describe:

4.9 Did the lead agency provide higher subsidy rates (included tiered rates) related to the QRIS or other quality rating system during October 1, 2021 to September 30, 2022? If so, how

many programs received higher subsidy payment rates due to their QRIS rating during October 1, 2021 to September 30, 2022?

☐ Yes, the following programs received higher subsidy rates.

- a. Licensed child care centers
- b. License-exempt child care centers
- c. Licensed family child care homes
- d. License-exempt family child care homes (care in providers' home)
- e. In-home (care in the child's own home)
- f. Programs serving children who receive CCDF subsidy

☒ No.

☐ N/A. Describe:

4.10 Did the lead agency provide ongoing technical assistance related to the QRIS or other quality rating system during October 1, 2021 to September 30, 2022? If so, how many programs received ongoing technical assistance during October 1, 2021 to September 30, 2022?

☒ Yes, the following programs received ongoing technical assistance.

- a. Licensed child care centers **73**
- b. License-exempt child care centers **11**
- c. Licensed family child care homes **5**
- d. License-exempt family child care homes (care in providers' home) **0**
- e. In-home (care in the child's own home) **0**
- f. Programs serving children who receive CCDF subsidy **65**

☐ No.

☐ N/A. Describe:

4.11 Spending:

4.11.1 Did the lead agency spend funds from any of the following sources to support QRIS or other quality rating systems during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:

Funding source	Was this funding source used?
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	☒ Yes Amount spent: \$ 1309528.57 If yes, describe source(s) of funding and how funds were used: The Lead Agency used Preschool Development Funds to support the QAR pilot ☐ No ☐ N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:

4.12 Progress Update: Using the measures identified in section 7.3.6 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. The Missouri Quality Assurance Report (QAR) is a voluntary continuous quality improvement approach to assess, improve, and communicate the quality of early care and education programs that serve children from birth to age five. Currently, the QAR is being piloted in child care programs, including both family and center-based programs throughout Missouri. The QAR is a program of Missouri's Department of Elementary and Secondary Education, Office of Childhood. Cohorts 1-5 had 43 programs with 189 classrooms serving 2,362 children age birth-5 participate in the QAR process. Cohort 6 had 47 programs with 241 classrooms participate in assessments and coaching.

5) Improving the supply and quality of child care programs for infants and toddlers

Goal: Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers. Please report on all activities funded by quality dollars and infant toddler set-aside.

5.1 Provide the total number of state or territory-funded infant toddler specialists available to providers during October 1, 2021 to September 30, 2022.

☒ Yes, specialists are available.

- a. Number of specialists available to all providers **16**
- b. Number of specialists available to providers serving children who receive CCDF **16**
- c. Number of specialists available specifically trained to support family child care providers **0**
- d. Number of providers served **762**
- e. Total number of children reached **1634**

☐ No, there are no funded specialists.

☐ N/A. Describe:

5.2 Please provide the total number of programs receiving state or territory-funded on-site coaching in infant and toddler practice and the percentage of these programs that served CCDF children.

	Licensed child care centers	License-exempt child care centers	Licensed family child care homes	License-exempt family child care homes	In-home (care in the child's own home) providers
a. Number of programs receiving on-site coaching	30	8	0	0	0
b. Percent of total programs receiving on-site coaching that served children who receive CCDF	100%	100%	0%	0%	0%
c. N/A, describe					

5.3 How did the lead agency promote and expand child care providers' ability to provide developmentally appropriate services for infants and toddlers during October 1, 2021 to September 30, 2022?

☐ Infant/toddler health consultants available. Describe:

☐ Infant/toddler mental health consultants available. Describe:

☐ Coordination with early intervention specialists providing services under Part C of the Individuals with Disabilities Education Act. Describe:

☒ Other. Describe: **There are two types of training offered to programs participating in the Infant Toddler Specialist Network; cohort training and targeted training. Cohort training focuses on promoting program practices for high quality responsive, relationship-based infant and toddler care. The cohort training consists of six (6) individual trainings that make up the Relationship-Based Care Framework. These trainings include; Primary Care, Continuity of Care, Inclusive Practices, Individualized Care, Culturally-Sensitive Care, and Small Groups. This training is provided over a six month time span to participants who complete an Infant/Toddler Environment Rating Scale (ITERS) and are referred to the training. Eligible centers could also request on-site consultation. This type of consultation included an infant toddler specialist spending up to four (4) to six (6) hours per week in a center meeting with the director and infant toddler teachers. An ITERS was also completed with this type of service to assist the specialist and director in identifying areas for improvement and developing an improvement plan.**

Targeted training involved specialized training intended to target one of the six (6) subscales assessed through the ITERS; Space and Furnishings, Personal Care Routines, Language and Books, Activities, Interaction and Program Structure. These trainings included, but were not limited to; Room Arrangement, Language and Books: Fostering Language Development for Infants and Toddlers, Planning and Implementing Experiences in Infant Toddler Classrooms, Science: Full of Surprises, Personal Care Routines for Infants and Toddlers, Interactions with Children and Adults, Space and Furnishing for Infant/Toddler Classrooms, Taking the Tears Out of Toilet Training, and Guiding Children's Behavior.

After receiving any training, eligible childcare centers were able to receive follow-up support. Support could include anything from a phone call for clarification to one-on-one mentoring or on-site coaching.

☐ N/A. Describe:

5.5 Provide the number of staffed family child care networks supported by CCDF funds through direct agreement with a centralized hub or community-based agency during October 1, 2021 to September 30, 2022.

☐ Number of staffed family child care networks:

o Describe what the hub provides to participating family child care providers:

☒ No staffed family child care networks supported by CCDF funds.

☐ N/A. Describe:

5.6 Spending

5.6.1 Did the lead agency spend funds from any of the following sources, in addition to the 3% infant and toddler set-aside, to improve the supply and quality of child care programs and services for infants and toddlers during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	☒ Yes Amount spent: \$ 5208388.00 If yes, describe source(s) of funding and how funds were used: State General Revenue supported Early Head Start Services. ☐ No ☐ N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:

Funding source	Was this funding source used?
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:

5.7 Progress Update: Using the measures identified in section 7.4.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to improving the supply and quality of child care programs for infants and toddlers. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. The Infant Toddler Specialist Network (ITSN) provided three levels of service to strengthen capacity and improve quality for early care and education programs serving infants and toddlers through on-site consultation, cohort training and targeted training. ITSN Specialists completed the Infant and Toddler Environment Rating Scale (ITERS) with child care centers enrolled in the project. Of the thirty-eight programs enrolled, there were 138 classrooms that received a Pre-ITERS and 101 classrooms that received a Post-ITERS. Not all classrooms received a Post-ITERS due to the short time involved in the project, change of staff at the child care center including director and/or infant and toddler teachers, classroom closure due to enrollment, and/or withdraw from the project.

Programs were also provided onsite consultation, cohort training, and/or targeted training. On-site consultation was provided to eligible centers for up to four (4) to six (6) hours per week in the center meeting with directors and infant and toddler teachers. During the year, 2,237 on-site consultations were provided to enrolled child care centers. As part of the on-site consultation, child care centers enrolled completed a total of 935 improvement plans. Cohort training focused on the relationship-based care framework, with infant toddler specialists providing 128 cohort trainings during the year. The cohort trainings had 285 unduplicated attendees who participated in the training. Targeted trainings focused on the six (6) subscales of the Infant Toddler Environment Rating Scale (ITERS) and were provided to child care centers enrolled, as well as other child care programs in the community. During the year, 92 targeted trainings were provided by infant toddler specialists. The targeted trainings were able to provide 529 unduplicated attendees with quality professional development. Training was provided virtually and in person to meet the program's needs.

6) Establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services

Goal: Lead agency provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family's needs and is high quality as determined by the lead agency.

6.1 Describe how CCDF quality funds were used to establish, expand, modify, or maintain a statewide system of child care resource and referral services during October 1, 2021 to September 30, 2022. CCDF funding was used to maintain the current Child Care Resource and Referral (CCR&R) through a contract with Child Care Aware of Missouri. During this time period, no modifications or expansions were completed. The CCR&R agency collects data to assist the Department of Elementary and Secondary Education (DESE), Office of Childhood in decision making for professional development and resource needs. Information is provided but not limited to referral search data, child care program data, and technical assistance data. Additionally, the CCR&R provides training session and delivery data, outreach data, and an annual professional development needs assessment and training plan. The CCR&R delivers quarterly regional collaboration meetings around training opportunities and outreach in the surrounding area. Consumer education information and referrals to child care programs are provided to families through phone calls and a website. Families receive a follow up to measure response success and offer further assistance as needed.

6.2 Spending

6.2.1 Did the lead agency spend funds from any of the following sources to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	☒ Yes Amount spent \$ 1357259.00 If yes, describe how funds were used: : Child Care Aware of Missouri is contracted to provide CCR&R services in the total amount of \$1,357,259.00 for October 1, 2021-September 30, 2022. ☐ No ☐ N/A Describe:

Funding source	Was this funding source used?
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	☐ Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: ☒ No ☐ N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:

Funding source	Was this funding source used?
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:

6.3 Progress Update: Using the measures identified in section 7.5.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. DESE, Office of Childhood contracts with Child Care Aware of Missouri to provide CCR&R services. The total number of online referrals from October 1, 2021 through September 30, 2022 was 5,080 with 183 of those for children with special needs provided through the contractor United 4 Children. The total number of referrals performed by staff via phone or email was 821 with 44 of those for children with special needs provided by United 4 Children. This accounts for the total number of referrals for child care at 5,901 with a total of 227 for children with special needs. A total of 786 online searches provided feedback and a total of 371 provided feedback from telephone or email searches. Child Care Aware of Missouri also provided a total of 356 clock hours of professional development during October 2021-September 2022 training 1,347 participants in a variety of topics.

7) Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards

Goal: To ensure child care providers maintain compliance with lead agency licensing, inspection, monitoring, and health and safety standards and training.

7.1 Has the lead agency aligned CCDF health and safety standards with the following?

a. Licensing standards

☒ Yes.

☐ No. If not, describe why:

b. Caring for Our Children Basics

☒ Yes.

☐ No. If not, describe why:

c. Head Start

☐ Yes.

☒ No. If not, describe why: **This is currently in process but there is no projected date for completion.**

d. State pre-k

☐ Yes.

☒ No. If not, describe why: **Pre-K is not required so standards are simply recommended. Missouri uses the preschool guidance document across all programs to share best practices.**

7.2 Complaints regarding child care providers received during October 1, 2021 to September 30, 2022

7.2.1 How many complaints were received regarding providers during October 1, 2021 to September 30, 2022?

a. Licensed providers **934**

b. License-exempt providers **73**

7.2.2 What was the average length of time between receiving the complaint and taking steps to respond to a complaint during October 1, 2021 to September 30, 2022? **The average length of time for the monitoring unit was 5 days. This information is not tracked by the Child Care Compliance team. Note: The monitoring unit is contracted by DESE and conducts inspections and investigations for subsidy providers who are exempt from licensing and regulation. The child care compliance team are DESE staff**

that conduct inspections and investigations for licensed and license-exempt providers. The compliance team also investigates allegations of illegal child care. Beginning in 2023 the compliance team will assume responsibility for all inspections and investigations.

7.2.3 How many complaints received an on-site follow-up inspection during October 1, 2021 to September 30, 2022? **2**

7.2.4 How many of the complaints resulted in one or more *substantiated* violations in the program or provider site identified during October 1, 2021 to September 30, 2022? **273**

7.2.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1, 2021 to September 30, 2022? **14**

7.2.6 How many child care providers closed as a result of an inspection during October 1, 2021 to September 30, 2022? **5**

7.2.7 Please provide any additional information regarding health and safety complaints and inspections in the state or territory during October 1, 2021 to September 30, 2022: **Licensed providers get inspected twice a year unless receiving disciplinary action in which additional inspections occur. There was an increase in the volume of inspections due to the volume of relief fund applications.**

7.3 How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards (as a result of an inspection or violation) during October 1, 2021 to September 30, 2022?

a. Licensed center-based programs **0**

b. License-exempt center-based programs **296**

c. Licensed family child care homes **0**

d. License-exempt family child care homes (care in providers' home) **655**

e. In-home (care in the child's own home) **97**

f. ☐ N/A Describe:

7.5 Spending:

7.5.1 Did the lead agency spend funds from any of the following sources on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	☐ Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: ☒ No ☐ N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:

Funding source	Was this funding source used?
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:

7.6 Progress Update: Using the measures identified in section 7.6.3 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Through the Office of Childhood's (OOC) work to consolidate and streamline the child care support system, the collection of data is also being aligned. As contracts expire, the OOC is identifying consistent data points to collect across all services. With a uniform set of data, the OOC will be able to identify how services offered assist child care providers to reach and maintain compliance with childcare regulations. New contracts will begin in FFY23 so we will begin to collect data during this year and will have a full year to report on for FFY25.

8) Evaluating and assessing the quality of child care programs in the state or territory, including evaluating how programs positively impact children

Goal: Lead agency investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1 What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in center-based programs during October 1, 2021 to September 30, 2022?

☒ To measure program quality, describe: Programs received learning environment quality assessments using the Early Childhood Environment Rating Scales (ERS). The scales are comprised of The Infant/Toddlers Environmental Rating Scale 3rd edition (ITERS-3) and The Early Childhood Environmental Rating Scale 3rd edition (ECERS-3).

☒ To measure effective practice, describe: **QAR piloted the use of Classroom Assessment Scoring System (CLASS®), which focuses on emotional support, classroom organization, and instructional support**

☐ To measure age appropriate child development, describe:

☐ Other, describe:

☐ N/A. Describe:

8.2 What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in family child care programs during October 1, 2021 to September 30, 2022?

☒ To measure program quality, describe: **Programs received learning environment quality assessments using the Early Childhood Environment Rating Scales (ERS), specifically the Family Child Care Environmental Rating Scale (FCCERS).**

☒ To measure effective practice, describe: **QAR piloted the use of Classroom Assessment Scoring System (CLASS®), which focuses on emotional support, classroom organization, and instructional support.**

☐ To measure age appropriate child development, describe:

☐ Other, describe:

☐ N/A. Describe:

8.3 Spending:

8.3.1 Did the lead agency spend funds from any of the following sources on **evaluating and assessing the quality of child care programs, practice, or child development** during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:

Funding source	Was this funding source used?
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	☒ Yes Amount spent: \$ 116122.00 If yes, describe source(s) of funding and how funds were used: General revenue was used to support this pilot. ☐ No ☐ N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:

8.4 Progress Update: Using the measures identified in section 7.7.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to evaluating and assessing the quality of child care programs in the state or territory, including evaluating how programs positively impact children. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. As noted in the state plan, the Lead Agency does not currently have a system to measure the quality and effectiveness of child care programs. Missouri is currently piloting a Quality Assurance Report that when expanded statewide will measure indicators of quality in Missouri's child care programs.

9) Supporting providers in the voluntary pursuit of accreditation

Goal: Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality

9.1 How many providers did the lead agency support in their pursuit of accreditation during October 1, 2021 to September 30, 2022?

☐ Yes, providers were supported in their pursuit of accreditation

- a. Licensed center-based programs
- b. License-exempt center-based programs
- c. Licensed family child care homes
- d. License-exempt family child care homes (care in providers' home)
- e. Programs serving children who receive CCDF subsidy

☒ No lead agency support given to providers in their pursuit of accreditation.

☐ N/A. Describe:

9.2 Spending

9.2.1 Did the lead agency spend funds from any of the following sources on accreditation during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	☐ Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: ☒ No ☐ N/A Describe:

Funding source	Was this funding source used?
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:

9.3 Progress Update: Using the measures identified in section 7.8.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting providers in the voluntary pursuit of accreditation. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. As noted in the state plan, the Lead Agency is looking for ways to quantify whether or not the current incentive for accredited programs encourages the pursuit of accreditation. In the next fiscal year, the Lead Agency will also provide funding for programs to pursue accreditation.

10) Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

Goal: Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development

10.1 Quality Indicators: Does the lead agency have quality improvement standards that include indicators covering the following areas beyond what is required for licensing?

- ☐ Yes, check which indicators the lead agency has established:
- ☐ Health, nutrition, and safety of child care settings
 - ☐ Physical activity and physical development in child care settings
 - ☐ Mental health of children
 - ☐ Mental health for staff/employees
 - ☐ Learning environment and curriculum
 - ☐ Ratios and group size
 - ☐ Staff/provider qualifications and professional development
 - ☐ Teacher/provider-child relationships
 - ☐ Teacher/provider instructional practices
 - ☐ Family partnerships and family strengthening
 - ☐ Other. Describe:

☒ No

10.2 Spending

10.2.1 Did the lead agency spend funds from any of the following sources on supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:

Funding source	Was this funding source used?
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	☐ Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: ☒ No ☐ N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:

10.3 Progress Update: Using the measures identified in section 7.9.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. As noted in the state plan, the Lead Agency is piloting a Quality Assurance Report with the goal of establishing continuous quality improvement for Missouri's child care. The pilot doubled the number of programs in the fiscal year and will continue to work toward statewide implementation. During the past fiscal year, the Office of Childhood worked on combining the groups of childcare providers from cohorts 1-5 and cohorts 6 into one collective group. The cohorts were combined to allow all providers to be served in the same format. The QAR system worked on transitioning everyone into the same assessment system and observation/TA schedules. In the upcoming year the full framework will be finalized, and additional programs will be added to continue scaling toward statewide availability.

11) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry

Goal: To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergarten-entry

11.1 Did the state or territory set up a grant program (NOT including American Rescue Plan Act stabilization grants) designed to sustain the child care supply or provide sustainability funding to child care providers due to the COVID-19 pandemic during October 1, 2021 to September 30, 2022?

☐ Yes. If yes, describe and check which types of providers were eligible and number served.

- ☐ Licensed center-based programs
- ☐ License-exempt center-based programs
- ☐ Licensed family child care homes
- ☐ License-exempt family child care homes (care in providers' home)
- ☐ In-home (care in the child's own home)
- ☐ Other (explain)

☒ No.

☐ N/A. Describe:

11.2 Did the lead agency provide supports and resources in response to any of the following emergent health and safety needs of children and/or providers either through funding or directly in-kind during October 1, 2021 to September 30, 2022 (check all that apply)?

- ☐ COVID-19 vaccinations. Describe:
- ☐ COVID-19 testing. Describe:
- ☐ Access to infant formula. Describe:
- ☐ Cleaning supplies and/or personal protective equipment (PPE). Describe:
- ☐ Post-disaster recovery efforts. Describe:
- ☐ Other. Describe:

☒ N/A. Describe: **None of these boxes would be applicable. The Missouri Department of Health and Senior Services took the lead on implementation of COVID-19 information and messaging. Additional supports were not provided by the Lead Agency.**

11.3 Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a

workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2021 to September 30, 2022?

☐ Yes. Describe:

☒ No

11.4 Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2021 to September 30, 2022?

☐ Yes. Describe findings:

☒ No

11.5 Did the state/territory fund initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need child care during non-traditional hours) during October 1, 2021 to September 30, 2022? Check all that apply.

☐ Child care deserts

☐ Infants/toddlers

☒ Children with disabilities

☐ English language learners

☒ Children who need child care during non-traditional hours

☐ Other. Describe:

11.6 Did the state/territory integrate Diversity, Equity, and Inclusion (DEI) practices into quality initiatives during October 1, 2021 to September 30, 2022? Check all that apply.

☐ Reviewing policies/program design using DEI assessment tools

☐ Development of DEI assessment tools

☐ Incorporate into QRIS

☒ Incorporate into PD Framework

☒ Strategic planning

☒ Supply building efforts

☐ Strengthened outreach/communication to better understand diverse community needs and assets

☐ Other. Describe:

11.7 How many providers received the following from October 1, 2021 to September 30, 2022?

	Total	Licensed or registered center-based programs	License-exempt center-based programs	Licensed or registered family child care	License-exempt family child care (care in providers' home)	In-home (care in the child's own home)
a) Increased rates	0	0	0	0	0	0
b) Increased wages	0	0	0	0	0	0
c) Benefits: health insurance	0	0	0	0	0	0
d) Mental health supports						
e) Start-up funds	143	97	3	33	10	0
f) Other:	0	0	0	0	0	0

11.7a Describe:

11.7b Describe:

11.7c Describe:

11.7d Describe:

11.7e Describe: **Start up grants were made available using CRRSA funding. Grant awards were based on the number of children in the proposed capacity.**

11.8 Spending:

11.8.1 Did the lead agency spend funds from any of the following sources on **other activities to improve the quality of child care services** during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	☐ Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: ☒ No ☐ N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	☒ Yes Amount spent \$ 5599716.00 If yes, describe how funds were used: Start up grants were made available using CRRSA funding. Grant awards were based on the number of children in the proposed capacity. The total paid out during the fiscal year for this activity was \$5,599,71.00. ☐ No ☐ N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:

Funding source	Was this funding source used?
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	☐ Yes Amount spent \$ If yes, describe how funds were used: ☒ No ☐ N/A Describe:

11.9 Progress Update: Using the measures identified in section 7.10.1 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. **3,929 contacts were made to the WarmLine through the various mechanisms in place which resulted in 1,161 children being directly impacted. Additionally, 2,615 families received consumer education resource materials as a follow up.**

- 12) Lead agencies must submit an annual report, as required at 45 CFR § 98.53(f) (4), describing any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.
- 12.1 Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. Providers shall report all cases of death and serious injury that occur in the child care setting. They can access the online report at <https://apps.dss.mo.gov/ChildCareFraud/AddSeriousInjuryOrDeath.aspx>. The reports are reviewed by a member of the Program Integrity Team and referred out to the appropriate inspection team child care compliance, out of home investigative unit of the Children's Division, and/or the contracted monitoring team. Cases are reviewed annually by the Program Integrity Team to identify trends that may require an update in health & safety requirements.
- 12.2 Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment. No changes at this time.

13) American Rescue Plan (ARP) Act Child Care Stabilization Grants

Goal: To ensure the lead agency implements an equitable stabilization grant program. The American Rescue Plan (ARP) Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend most stabilization funds as subgrants to qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Section 13 should be used to report on ARP Stabilization Grants ONLY.

13.1 Did you run more than one grant program? If so, list the number of separate grant programs and describe their uses.

☐ Yes. Describe:

☒ No

13.2 Which of the following methods were used to support workforce compensation (e.g., bonuses, stipends, increased base wages, or employee benefits) with stabilization grants? (check all that apply)

☐ Targeted grants to support workforce compensation (no other allowable uses)

☐ Providing bonus funds to providers that increased child care staff compensation through stabilization grants

☐ Requiring a specific percentage or amount of stabilization grant funding go toward child care staff compensation increases. Percent or amount for staff compensation:

☒ Other (Describe): **None**

13.3 Describe the methods used to eliminate fraud, waste, and abuse when providing stabilization grants (e.g., validated identity through the lead agency licensing system or conducted identity verification through a data match with state tax records):

N/A - ARPA funds not spent within time scope of this report.